



Learning, Teaching and Assessment Strategy



Linwood High School's primary focus is building and maintaining a positive, nurturing learning environment where young people experience high quality learning and teaching. Learning and teaching is our core business and is at the heart of our whole school community. We have developed this strategy through consultation with teachers, pupils and parents. Our findings confirmed features of effective learning and teaching in our school centred around positive relationships, effective strategies and the development of a shared purpose. Our effective practice also includes learner conversations and differentiation in order to ensure inclusion for all learners.

This strategy lays out how we as a school plan to achieve and sustain effective learning and teaching across all curricular areas. We strive to enable all our young people to become successful learners, confident individuals, effective contributors and responsible citizens. We are committed to a curriculum which provides opportunity for both attainment, achievement and continuous improvement in literacy, numeracy and health and wellbeing. We strive to close the gap between the most and least disadvantaged young people and provide opportunities to ensure our children are equipped with skills for learning, life and work and gain a positive and sustainable destination appropriate to their needs, abilities and ambitions.

Our teaching staff demonstrate commitment to career long professional learning and development. Ongoing professional learning opportunities and robust self evaluation procedures ensure that theory and practice are current, practical and in keeping with the needs of our young people and school community as well as local and national priorities. Our staff work collaboratively and good practice is shared through Learning Visits and frequent professional dialogue. Staff are running and participating in online training on various digital platforms. This will continue to support the delivery of Learning and Teaching making us more accessible. Learner feedback ensures we are meeting the needs of all young people within Linwood High School. Our commitment to the pupil voice enables our young people to help shape and inform the learner experience and our learners are encouraged to reflect on best practice and ways to improve.

In each of our lessons we employ a shared format which aims to provide consistency in our learning and teaching and ensure the learning experience of our young people is effective and well supported.

Effective Learning and Teaching

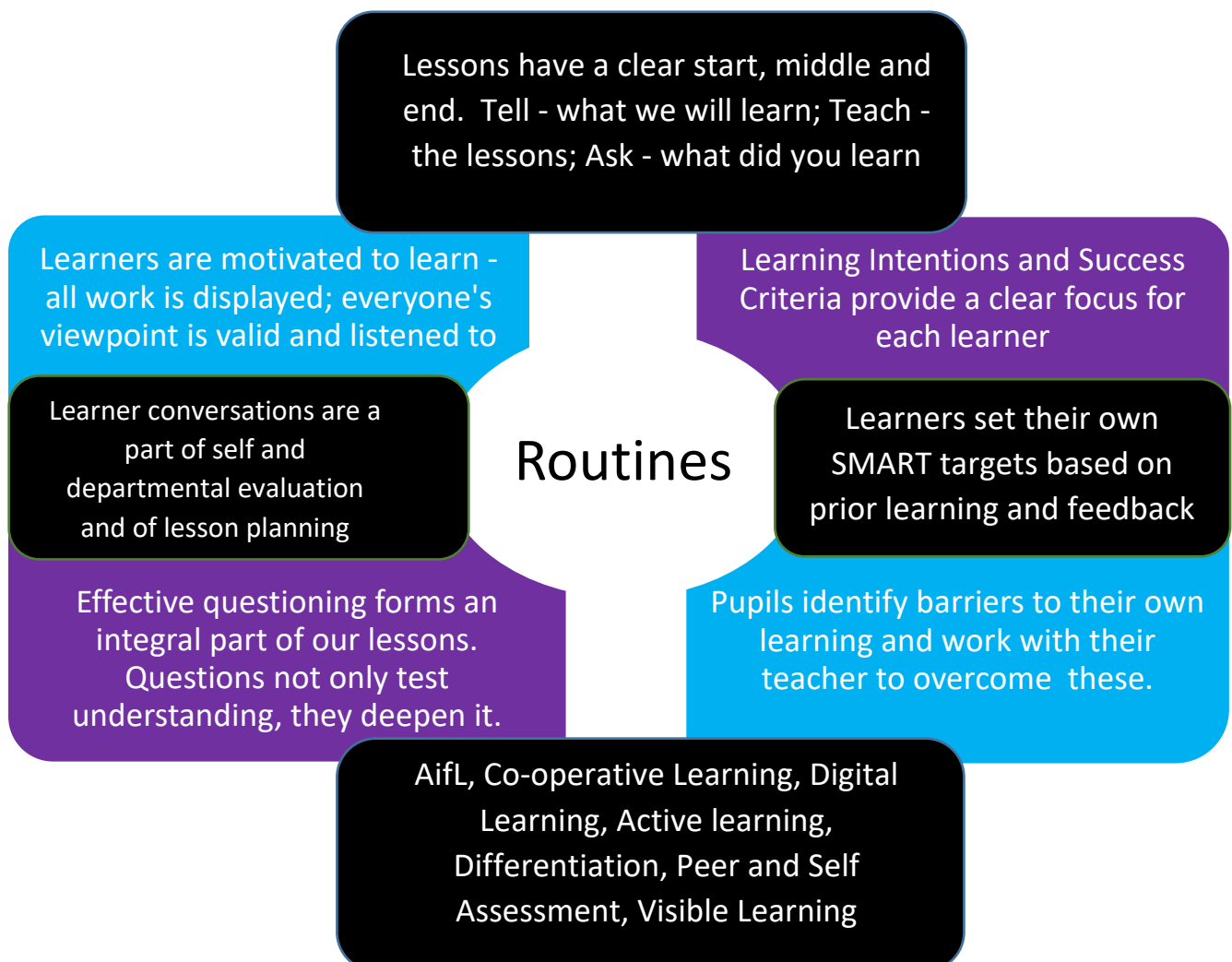
Learners are met by their teachers at the start of each lesson, with a word of greeting to set an appropriate welcome for learning.

Learning Intentions and Success Criteria are shared with learners to provide guidance on the content learning, performance and attainment will improve when learners understand clearly what they are trying to learn, and what is expected of them.

Learners are encouraged to be positive active participants in learning. Through the use of effective feedback, peer assessment and clear guidance on next steps learners will attain better. We aim to give all pupils the appropriate support to complete tasks and be fully involved in deciding what needs to be done next.

We are committed to the idea that consistency of approach is not synonymous with uniformity. Different curricular areas may call for different strategies and we celebrate the variety of learning and teaching which is evident in each of our lessons.

Our lessons will end with a similar routine including a plenary of what has been learned and time for social interaction as we send students to their next class.



Approaches to Learning and Teaching

Assessment for Learning

Assessment for learning is based on involving young people in their learning by providing feedback to help improve their performance and raise attainment.

Staff are committed to using a variety of Assessment for Learning strategies to engage our learners

- Learning intentions and success criteria are visible
- Classroom discussion, questioning and tasks promote and generate learning
- Timely feedback helps to move learners forward
- Ownership of learning is evident
- Self and peer assessment to increase learner responsibility and a better understanding of expectations
- Use of plenary to capture the intended learning and evaluate success

Cooperative Learning

Cooperative learning is a successful teaching strategy in which small teams, each with pupils of varying abilities, use a variety of learning activities to improve their understanding of a subject. It increases the responsibility on each learner to engage in learning and facilitates support within the group when challenges are faced.

Visible Learning

Visible Learning is a strategy used where we are explicit in the learning processes we use. Visible learning involves teachers seeing learning through the eyes of students; and students seeing teaching as the key to their ongoing learning. When learning is visible the student knows what to do and how to do it and the teacher knows if learning is occurring or not. Teaching and learning is visible when the learning goal is not only challenging but is explicit. These are often labelled and promote Higher Order Thinking.

Active Learning

Active learning is any learning activity in which the student participates or interacts with the learning process, as opposed to passively taking in the information.

Digital Learning

Linwood High School run two main platforms for setting and collecting work from students.

Show My Homework allows both students and parents to view a linked account and receive notifications through their phones of all work set.

Microsoft teams allows students to interact and communicate with staff. Both platforms allow work to be uploaded for teachers to review or mark and return feedback.

Within each of these platforms work set is maximising the potential of online learning. Powerpoints with voiceovers, Quizlet, Kahoot, Screen Recordings and You Tube are just some of the ways that we can communicate and educate through online learning.

Quality Assurance and Self Evaluation

To ensure learning and teaching is effective, consistent and current across our school we have developed a robust and supportive self evaluation process to regularly review how we are doing, how do we know and where are we going to next.

Departments: Departments are wholly committed to using self evaluation to bring about improvement. In line with the Renfrewshire Council Self Evaluation Policy and the school's Self Evaluation approaches, all departments undertake core self evaluation tasks. These include classroom observations, sharing good practice, moderation activities, monitoring and tracking, learning walks and formal discussions at departmental meetings regarding progress, attainment and achievement. Departments are now fully committed to using Insight to bring about improvement.

Whole School: The Whole School Self Evaluation Calendar highlights the core self evaluation activities within the school. These include classroom observations by Senior Leaders, Learning Walks, bi-annual attainment reviews, whole school workshops, whole school working groups.

Learning and Teaching Lunches: Our learning and teaching lunches will start this year and provide an opportunity for staff to regularly share good practice. This positive and supported approach to sharing and obtaining ideas to enhance the learner experience is a great way for staff to learn, improve and use various approaches within the classroom.

Continuous Professional Learning Programme: Our Continuous Professional Learning Programme provides support for staff in implementing effective learning and teaching and helps to ensure staff have learning opportunities to enhance practice and knowledge for the benefit of our learners and whole school community. Our highly skilled practitioners take a lead role in the delivery of CPL workshops and welcome opportunities to learn from colleagues in a supportive, informed environment.

Pupil Voice: Pupil Voice is a fundamental part of our school community. Our approaches to self evaluation with pupils include annual questionnaires, regular pupil focus groups, school improvement discussions with Pupil Council, Learning and Teaching workshops with pupils and pupil involvement in appointment of new teachers to the school. Pupils are encouraged to lead on key aspects of school life.

Partners: Linwood High School works with a range of Business Partners to enhance the quality of the learner experience. We place huge importance in partnership working to help shape and create links between skills for learning, skills for life and skills for work. Through these partnerships we have increased our work experience activities, our PSE programme, our senior phase curriculum and our opportunities for young people to meet with future employers and our Wider Achievement Programme.

Parent Council: Our strong partnership with our parent representative body ensures we work collaboratively to ensure high quality learning and teaching. Through self evaluation exercises such as questionnaires, workshops, focus groups, School Improvement reports, bi-annual attainment reports and ongoing monthly discussion around areas of strength and areas of development, we ensure parents have ownership on the decisions made and the direction of the school.